

INSPECTION REPORT

**KINGSDOWN AND RINGWOULD C of E PRIMARY
SCHOOL**

Deal

LEA area: Kent

Unique reference number: 118690

Headteacher: Mrs Janet Murray

Lead inspector: Chris Christofides

Dates of inspection: 2–4 March 2004

Inspection number: 256624

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4–11
Gender of pupils: Mixed
Number on roll: 202

School address: Glen Road
Kingsdown
Deal
Kent
Postcode: CT14 8DD

Telephone number: 01304 373734
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Appropriate authority: Governing body
Name of chair of governors: Mr Roger Walton

Date of previous inspection: 15 June 1998

CHARACTERISTICS OF THE SCHOOL

Kingsdown and Ringwould School is a C of E controlled primary of 202 children of ages four to eleven, in the village of Kingsdown three miles from Deal in Kent. The school opened on this site with five classes in 1987. Since the last inspection in 1998, it has grown from six to seven classes. There are no further plans for expansion. It was known as St Nicholas and St John's C of E Primary School at the time of the last inspection. The number of children eligible for free school meals is below the national average for primary schools in England. The area is a mix of homeowner housing and social housing. Nearly half of the children come from the villages of Kingsdown and Ringwould. The rest come from Walmer, Deal and the surrounding villages. The school is popular and oversubscribed. The attainment of the children on entry to the school is at the national average. There are no children at the school who speak English as an additional language. Two per cent of the children are from ethnic minorities, which is well below the national average. Child mobility at sixteen per cent is slightly above the national average. There are 24 children on the Special Educational Needs register, which is at the national average. Of these, 16 are at School Action, seven at School Action Plus and one is statemented.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32543	Anne Fisher	Team inspector	Foundation Stage curriculum Design and technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Kingsdown and Ringwold C of E Primary is an effective school. The leadership and management provided by the headteacher are good. The governance of the school is also good. The school provides a good quality education. There are strong links with its parents and the community. Standards achieved are at the national average overall. The quality of teaching is good and pupils respond positively and make good progress; they achieve in line with expectations by the time they leave the school. The pupils' attitudes and behaviour are very good. The curriculum is broad and balanced and is enriched by good out of school activities. This is an inclusive school that promotes harmony amongst all who work and learn in it. The school gives good value for money.

The school's main strengths and weaknesses are:

- The governance of the school is good.
- The leadership of the headteacher is good, providing clear vision and a sense of purpose.
- There are very good relationships and harmony.
- The quality of teaching is good.
- The provision for pupils with special educational needs is good.
- The provision in English, mathematics and science is good.
- Pupils' care, welfare, health and safety are very good.
- Links with parents are good. Links with the community are very good.
- Teachers are not using assessment data well enough to track pupils' progress or to guide their future planning.
- The provision for information and communication technology across the curriculum is unsatisfactory.
- The school's self-evaluation and the monitoring of its performance data and taking effective action are currently underdeveloped.
- Strengthen provision in the Foundation Stage.

The school's improvement since the last inspection is satisfactory. Standards have risen in line with national trends in English and mathematics and above those nationally in science. There was a good response to the last report. There are now better facilities for the under fives, including a secure and safe outdoor area.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	C	C
mathematics	A	A	C	C
science	B	C	B	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 6.*

Pupils' achievement is satisfactory overall. In the Foundation Stage children's achievements are good in personal, social and emotional development and physical development and satisfactory in communication, language and literacy, mathematical development, creative development and knowledge and understanding of the world. In Years 1 and 2 pupils achievements are satisfactory in reading, writing and mathematics. Pupils make satisfactory progress in most lessons. By Year 6, pupils' achievements are satisfactory. They reach above average standards in English, science and religious education, and average standards in all other subjects. Pupils with special educational needs achieve well throughout the school, reflecting the school's inclusive policies and ethos.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Attitudes, behaviour, attendance and punctuality are very good. Pupils are willing learners who respond positively to their teachers.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good. There is good teaching in English, mathematics, science, physical education and religious education. Most teachers have good subject knowledge and establish good relationships. The best teaching was seen in Years 3 to 6. Teaching in the Foundation Stage is satisfactory. In Years 1 and 2 it is at least satisfactory and good at times. In the good lessons teachers set high expectations and use effective methods. In these lessons pupils achieve well and make good progress. The curriculum is broad and balanced and good overall. There are good opportunities for enrichment. Attainment is assessed regularly but the information gathered is not used effectively to set targets for pupils and inform them how to improve. The provision of information and communication technology across the curriculum is unsatisfactory. Provision for pupils with special educational needs is good. Pupils are very well cared for and receive adequate support, advice and guidance. The school has strong links with parents and the community and these impact well on the pupils' achievements.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership and management provided by the headteacher are good, giving a clear educational direction and vision for the school. The governors are very supportive of the school's aims and general direction and manage the budget well. They meet all statutory requirements, know the school well and have a good understanding of its strengths and weaknesses. In general, however, the systems for planning improvements and monitoring quality are not effective enough to ensure consistency in the standards achieved in all subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are pleased with the school. They are happy with the progress their children make and the standards they achieve. They feel that their children are well cared for. Pupils are very positive about their school. They believe they are well taught in most lessons and that teachers treat them fairly and with respect. The pupils have very good attitudes to learning and this impacts well on the progress they make and how well they achieve.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Implement a rigorous monitoring and evaluation programme of all aspects of its work in order to identify effectively strengths and weaknesses to further raise standards.
- Further improve teaching and learning by using assessment more effectively to respond to individual needs of pupils and by making better use of assessment data to track pupils' progress and monitor curricular provision.
- Improve the provision for information and communication technology across the curriculum.
- Strengthen provision in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are satisfactory overall. Achievement is also satisfactory, as pupils make adequate progress as they move through school. In science and religious education standards are above national expectations. In English, mathematics, design and technology, geography, history, art and design, physical education and music, standards are at national expectations. In the Foundation Stage, children achieve good standards in personal, social and emotional development and physical development and satisfactory standards in communication, language and literacy, mathematical development, creative development and knowledge and understanding of the world. Pupils who have special educational needs achieve well. There is little difference between boys' and girls' performance.

Main strengths and weaknesses

- There are high standards in science and religious education.
- Pupils achieve very well in English, science and physical education.
- Pupils with special educational needs achieve well.
- Pupils apply their skills of literacy and numeracy well across the curriculum.
- The application of information and communication technology skills across the curriculum is currently underdeveloped.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.1 (17.0)	15.1 (15.8)
Writing	12.5 (14.8)	14.8 (14.4)
Mathematics	14.4 (16.2)	16.4 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.8 (27.9)	27 (27)
Mathematics	26.8 (28.9)	27 (26.7)
Science	29.7 (28.9)	28.8 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

1. Pupils' attainment on entry to the school is broadly average. Standards in the Foundation Stage are at national expectations. The 2003 national test results show that, by the end of Year 2, pupils' standards in reading, writing and mathematics were well below the national average and showed deterioration over the last three years. In comparison with similar schools, results were also well below the average, but during the inspection in lessons observed standards were at the national average.

2. By the end of Year 6 these standards improve and in science results in the 2003 national tests were above the national average and those in English and mathematics were at the national average. Since the previous inspection standards have been maintained in English and mathematics, and have improved in science. Standards in information and communication technology and religious education are at national expectations. Overall improvement in standards since the last inspection has been satisfactory. Parents are generally pleased with the standards their children attain.
3. Pupils' achievements throughout the school are satisfactory. Achievement is good in English, science and physical education. Achievement is satisfactory in all other subjects. Whilst the achievement of pupils improves as they move through the school, a greater focus on improving teaching and learning, especially in the Foundation Stage and Years 1 and 2, will further raise standards.
4. The progress of pupils with special educational needs is good. Teachers make efforts to engage these pupils fully in their teaching. Teaching assistants and support teachers provide caring, understanding and effective support for pupils with special educational needs. There has been good progress since the last inspection. There is early identification of pupils with special educational needs. Termly and annual reviews are effectively carried out.
5. During the inspection there were no observable differences in the attainment and progress of boys and girls. Some pupils of higher ability are not always appropriately challenged and some are not working at high enough levels in the National Curriculum Programmes of study; this is because they are not always given work that is appropriate to their needs.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes and behaviour are very good and a strength of the school. Their levels of attendance and punctuality are very good. There are no exclusions, as at the time of the last inspection. Pupils have good opportunities to develop their personal qualities through good provision for their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils' behaviour both in lessons and around the school is very good.
- Pupils in Reception settle quickly to school routines and grow in confidence.
- The moral and social development of the pupils is very good.
- Relationships are very good and reflect the school's very positive ethos.
- The pupils' interest in school life and their enthusiasm for learning are very good.
- Pupils' willingness to work hard and take responsibility for themselves and others is very good.
- Procedures for promoting attendance and punctuality are very good.
- The spiritual and cultural development of pupils is good.

Commentary

6. The school has very effective arrangements for introducing pupils to school life. Staff create a calm and welcoming atmosphere and are systematic in establishing routines and expectations. Children in Reception feel secure and they settle quickly. Personal development begins at an early stage in Reception, where the pupils are taught to be courteous, consider others and be independent, making their own choices where appropriate. They work and play well together, sharing resources without arguments, and have respect for adults. Children in Reception make good progress and are on course to meet the Early Learning Goals in the development of personal and social skills by the end of the year.
7. The school stimulates in its pupils a good desire to learn and the majority show a very good interest in lessons and work very hard. They are equally keen to take part in extra-curricular

activities and clubs run by teachers, parents and members of the community. The very good range of additional activities provided, such as sports, is very popular and is a significant strength of the school.

8. Relationships among pupils and with their teachers are very good and are based upon mutual trust and respect. Their relationships with each other are self-evident in class, where pupils work closely together in groups or pairs, appreciating each other's work. The School Council meets regularly and members are very keen to suggest ways of improving the school routines and facilities, for example painting the toilet areas and installing a 'Friendship Bench' in the playground. Most pupils are very confident and take responsibility. Pupils are given a range of day to day duties in school including returning registers to the office and setting up the hall for assemblies, which results in their taking initiatives.
9. Pupils behave very well because teachers promote a strong sense of community and involve pupils in the decisions that affect them. Teachers and other staff insist on high standards of behaviour. The pupils are very well aware of the relevant rewards and sanctions and the latter are rarely required. The pupils are very polite. They open doors for visitors and are a joy to talk to. The pupils are clearly intensely proud of their school, which is well kept. The school has clear, effective procedures for dealing with bullying, harassment and racist incidents. Pupils were clear about what to do if they felt threatened and all felt that their teachers would be effective in dealing with any incidents of bullying or poor behaviour.
10. The social and moral development of the pupils is very good and a strength of the school. The school implements its aims very effectively in giving pupils clear guidance on how they should respect one another, and understand and practise Christian values. Pupils frequently work in groups and develop very good social skills. All members of the school community show respect for the school's environment. Pupils are very socially aware and older pupils clearly enjoy caring for younger pupils in a variety of ways.
11. The cultural development of pupils is good and is well grounded in the school's routines. Pupils are well aware that they are part of a thriving village community and all that this involves. Many pupils come from local families and bring a range of experiences from home into school. However their multi-cultural awareness is underdeveloped. The school has tried hard to include a range of cultural events in its teaching of art, music, religious education and geography using, for example, festivals from different cultures and displays of art and artefacts to broaden pupils' experience of the rest of the world. Whilst pupils learn about Muslims and how Ramadan is celebrated very well, there are few opportunities for pupils to learn from members of different faith groups or to meet people from other cultural traditions.
12. Pupils are given good opportunities to develop spiritually through some unplanned curriculum opportunities, reflection and prayers in acts of worship. They are aware of and respect each other's differences but limited opportunities are provided to encourage pupils to talk about themselves and their beliefs and to make connections across their work of a spiritual nature. Pupils clearly care but they are not encouraged to explore feelings or emotional responses to their learning that would lead to a developed sense of their part in the world and their impact on it. The school's acts of worship make a good contribution to pupils' spiritual development, instilling a sense of respect for themselves, but they do not sufficiently challenge pupils' opinions or assumptions of their world.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5
National data	5.8

Unauthorised absence	
School data	0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

13. The school works hard to promote good attendance. Office staff, in partnership with the headteacher and class teachers, monitor attendance and punctuality effectively. Diligent follow-up with parents, and reminders of the need for regular and prompt attendance, help maintain high attendance levels. Attendance and punctuality are very good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is good overall. Assessment is satisfactory but in need of further development. The curriculum is good. Support, advice and guidance are satisfactory. Links with other schools are good. Links with parents are good and with the community, very good.

Teaching and learning

Teaching and learning are good overall. Assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- Teachers' subject knowledge and planning of lessons are secure.
- Teachers have high expectations of what pupils can achieve.
- Teaching methods are good and effective.
- The pupils' learning is good.
- The attitudes and behaviour of the pupils are very good.
- Teachers are not using assessment effectively to respond to the needs of pupils and are not using assessment data well enough to track pupils' progress and monitor curricular provision.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	1 (3 %)	19 (58 %)	13 (39 %)	0 (0 %)	0 (0 %)	0 (0 %)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. There is good teaching in English, mathematics, science, physical education and religious education. Teachers use their good subject knowledge to give clear explanations and ask questions that check pupils' understanding. The best teaching was seen in Years 3 to 6. Teaching in the Foundation Stage is satisfactory. In Years 1 and 2 it is at least satisfactory and good at times. In the good lessons teachers set high expectations and use effective methods. In these lessons pupils achieve well and make good progress. Teaching is as good as at the time of the last inspection.
15. Teachers' planning and teaching methods are generally good. Their use of support staff and resources is effective. Teachers manage pupils well and relationships are very good. Most lessons are taught with confidence and teachers encourage and engage pupils in their learning. Overall, teachers' use of homework is adequate but it is not always used effectively to extend pupils' learning. Teachers' expectations are good for meeting the needs of most pupils, but in some of the average lessons teachers do not always challenge the more able effectively to extend their problem-solving or their investigative and thinking skills. Parents and pupils believe that the teaching is good at the school.
16. Pupils work well, making satisfactory progress in their learning. They are keen to learn and participate fully in lessons. They produce some good quality work but are not always encouraged to be creative or take responsibility for their learning in all subjects. Pupils with special educational needs are taught well in most subjects and in general the work they are

given is matched to their needs and they are well supported by teaching assistants. The objectives set in their statements of Special Educational Needs are fulfilled well and annual reviews are carried out effectively.

17. The gap between boys' and girls' achievement is much smaller than in most schools. This is partly because boys' achievement is raised by the ethos pervading much of the school, which stresses mutual respect and values effort. Teachers' enthusiasm aids pupils' motivation in English, mathematics, science and physical education.
18. The Primary National Strategy has influenced English and mathematics lessons, improving teaching and helping pupils to focus on what they are expected to learn. The recommended methods have increased the pace of many lessons through splitting the lesson into three parts. In some other subjects, however, the end sessions are not conducted effectively enough. The focus on further improving teaching and learning across the curriculum in the current school development plan is appropriate and so is the commitment to curriculum development and innovation.
19. Pupils' progress is assessed regularly in all subjects. Records are kept and reported to parents periodically. The quality of assessment varies across subjects. It is satisfactory in English, mathematics, science, art and design, design and technology, physical education, geography, history, and religious education and unsatisfactory in the Foundation Stage and information and communication technology. Overall, teachers are not using assessment data well enough to track pupils' progress or to guide their future planning. The school has correctly identified the use of assessment to improve learning as a major area for development.
20. Pupils have a general idea of how well they are doing. The provision of detailed advice on how to improve their work is satisfactory overall. In spite of some of the relative weaknesses identified in teaching, they are far outweighed by the strengths. Teachers are very hard-working and professional, and clearly love their work. Classrooms are purposeful environments where pupils are well cared for.

The curriculum

The curriculum is broad and balanced and good overall. There are good opportunities for enrichment. Statutory requirements are met. Provision for pupils with special educational needs is good. The quality and quantity of the accommodation and resources are good.

Main strengths and weaknesses

- There is good provision made for pupils with special educational needs.
- There is good enrichment produced through extra-curricular activities and educational visits.
- There are good courses in personal, social and health education.
- Participation in sport is very good.
- There is insufficient curriculum development and innovation.
- Provision in the Foundation Stage needs to be further strengthened in communication, language and literacy, mathematical development and creative development and knowledge and understanding of the world.
- There is insufficient use of information and communication technology across the curriculum.

Commentary

21. The curriculum is good. It is broad and balanced and meets statutory requirements. Lesson planning is generally good and pupils have access to a wide range of activities that provide good skills development. The curriculum was also judged to be good at the time of the last inspection. The school has adopted the National Literacy and Numeracy Strategies. Both have been effectively implemented. For example, in mathematics there is good use of mental activities in lessons and a good use of mathematics in other subjects of the curriculum, such as science and design and technology. In literacy, good opportunities are provided for pupils to develop their reading and writing skills, both within English itself and across the range of curriculum subjects, such as history and geography. Provision for personal, social and health education is good. Preparation for the next stage of education is good. There is insufficient use

of ICT across the curriculum. Provision in the Foundation Stage is good in personal, social and emotional development and physical development and satisfactory in communication, language and literacy, mathematical development and creative development and knowledge and understanding of the world.

22. The provision for pupils with special educational needs is good. Clear procedures are in place and they closely follow the Code of Practice on the identification and assessment of pupils. The code has been most carefully and effectively implemented by the co-ordinator for special educational needs (the SENCO). Individual Education Plans are of good quality. Care is taken to ensure that the work provided for pupils is closely suited to their needs. Provision for the more able is satisfactory. Pupils with special educational needs are involved in the full range of school activities.
23. The school provides a good range of extra-curricular activities; these include, drama, an arts week, swimming, tennis coaching, music tuition, regular visits from theatre groups, music workshops, and links with the scientists from Pfizer. Some Spanish and French are taught in three junior classes for thirty minutes a week. The headteacher teaches thinking skills once a week. Extra-curricular activities are a strength of the school. A wide range of educational visits is arranged to places such as museums and theatres. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects. Pupils say that they enjoy their extra activities and look forward to them. There is currently insufficient curriculum development and innovation taking place at the school. For example, more thinking skills, problem solving and open-ended and investigative work should be offered to all, rather than just some of the more able as at present.
24. The overall provision in art and design, design and technology, geography and music is satisfactory. However, in physical education, history and religious education it is good. Nevertheless, in some work seen, some groups of pupils were presented with the same activities during lessons and the needs of different groups of pupils were not always met.
25. Overall, the match of teachers to the curriculum is good, with a good number of support staff. Resources are good to support learning in all areas of the school. The accommodation is well cared for and enhances the pupils' learning. Good display was seen throughout the school. The library is well run and resourced and pupils make good use of it to enhance their learning.

Care, guidance and support

The school provides a safe environment and cares for its pupils very well. There are good opportunities for pupils to be involved and the school seeks their views and acts accordingly. Provision of support, advice and guidance is satisfactory.

Main strengths and weaknesses

- Care, welfare, health and safety are very good.
- Staff work hard to develop supportive relationships with their pupils.
- There are very good arrangements to help pupils settle into the school.

Commentary

26. The school has put great emphasis on providing very good levels of care and welfare for its pupils and has succeeded. Any incidents of poor behaviour, which are rare, are dealt with quickly. The pupils report that the school provides a very happy environment where they feel safe, secure and well cared for. Pupils with special educational needs receive good care, guidance and support. The more able receive satisfactory guidance and support. Care, guidance and support were also judged to be very good at the time of the last inspection.

27. The school has effective arrangements for child protection, working with the governing body through a link governor. All teachers receive regular training. The headteacher intends to share her training with the non-teaching staff in the very near future.
28. There are very good health and safety procedures. There are regular detailed risk assessments of the school premises and grounds. There are four members of staff trained in first aid. The school is aware of and has considered the needs of pupils with a medical condition, and ensures supply teachers are aware of pupils' needs through the school's staff handbook. The support and guidance given to pupils with special educational need are good.
29. The school has identified the assessment of pupils' academic and personal development as only satisfactory and actions are in place within the school's improvement plan to improve this. However, the school's actions are not sufficient to provide useful information to be used to give effective support, advice and guidance to individual pupils, nor does this information provide a basis of what is required to raise the academic achievement of the whole school. The result is that pupils are not always given work that is at the right level in lessons to achieve their full potential. Overall, the school provides pupils with satisfactory access to well-informed support, advice and guidance.
30. The majority of parents agree that the induction arrangements for the youngest children are very good and they settle well. There are strong links with the local pre-school and home visits, helping pupils to feel secure before starting mornings and after half term changing to afternoons. The parents appreciate the information pack they receive.
31. The pupils are encouraged to achieve through the school's award system: team points, golden pennies, certificates and effort cups. Achievements are celebrated with the whole school during sharing assemblies, encouraging all pupils to do their best.
32. Through the well-established School Council the school seeks and values pupils' views. Pupils have recently been involved in establishing a 'friendship bench', the repainting of their toilets and new bike racks. There is also a "suggestion envelope" into which pupils contribute their views and ideas. The work of the gardening club makes a very good contribution to the school's environment, to the benefit of all.

Partnership with parents, other schools and the community

The school has good links with its parents. It also has good links with other schools and very good links with the community, all of which impact very well on the pupils' personal development.

Main strengths and weaknesses

- Parents are very positive about their school and all that it provides.
- Parental involvement is very good.
- Letters and general information to parents are very good.
- Links with the local and wider community are very good.
- A minority of parents report that they are not well informed about pupils' progress.

Commentary

33. Parents have very positive views of the school and all it provides. The school prospectus provides a wealth of information and the school succeeds in encouraging parents to be involved. Parents support the school through the thriving Friends' Association; they support their children's learning at home and many help in class and in after-school activities. Parents feel comfortable in approaching the school. Parents of children with special educational needs are also very supportive of the school. Parents' views of the school were also good at the time of the last inspection.

34. The school's involvement in seeking, valuing and acting on parents' views is good. The school carried out a consultation in March 2003. It was completed by over two-thirds of parents and the response showed they were very satisfied with the school. The parents reported that the school responds in a positive way to any problems or concerns. The majority of parents agreed they had sufficient information about their children were getting on. However, for the minority who disagreed, the school listed the many ways the school interacts with parents and asked them how the school could improve information to parents.
35. The school provides a very good range of information to parents about the curriculum and how they can help their children at home. This is complemented by very good general information, a regular newsletter and a very good website.
36. The school provides many opportunities for parents to discuss their children's work and progress. However, pupils' individual annual reports are not sufficiently detailed for parents to know the progress their children have made, nor the standard they have reached so as to help them to further improve.
37. The governors' annual report to parents is well presented, but does not include the success of the provision for pupils with special educational needs. The school's national test results are included but a simpler format showing teachers' assessment and test results against national figures would allow parents to make an accurate evaluation of the school's overall success. The premises committee reports details of what it has done and achieved through the year.
38. The school has good arrangements for the transition of pupils to secondary school. There are interviews for pupils and parents, with the headteacher, an information evening about the choice of school and visits by pupils to their new school.
39. The school continues to have very good links with the local community providing opportunities for pupils to extend their personal development and enhance their learning. The pupils are involved in writing, producing and delivering the school newspaper. There are strong links with the local church and the Deal Centre for the retired. Many adults visit the school, enhancing the curriculum, for example in history and science. The link scientist from the Pfizer group promotes science and learning through scientific demonstrations. Pupils in Year 6 visited the Pfizer Company. There are after-school lettings to the Brownies, Guides, Yoga and Gardening Clubs. The headteacher reports school news in the parish magazine.
40. There are very good links with other schools, sharing in-service training, information and mutual support. The recently set up cluster of twenty-eight schools, the Deal and Sandwich Consortium of schools, was formed to secure educational improvement. Action to improve assessment has been identified. The school has good links with a teacher training college and the students participate in teacher training at the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership provided by the headteacher is good, giving a clear educational direction and vision for the school. The management provided by the headteacher is also good. The leadership provided by other key staff is also good. In general, systems for planning improvements and monitoring quality are not effective enough to ensure consistency in the standards achieved in all subjects. Governors are supportive of the school's aims and general direction and manage the budget well. They know the school well and have a good understanding of the school's strengths and weaknesses. Overall, the governance of the school is good. Governors are now more proactive than they were at the time of the last inspection.

Main strengths and weaknesses

- The good leadership of the headteacher is providing a clear educational direction for the school.
- The governance of the school is good.
- There is a good commitment to the promotion of equality to help all pupils make progress.
- The leaders in the school provide good role models for other staff and pupils.
- There is a need to implement a rigorous monitoring and evaluation programme of all aspects of the work of the school in order to identify effectively strengths and weaknesses to further raise standards.
- The role of co-ordinators, particularly in monitoring teaching and learning and improving practice and subject specific skills, is underdeveloped.

Commentary

41. Overall, the leadership and management of the school by the headteacher and governors are good. The headteacher provides good leadership and management, communicating a sense of purpose and clear direction to all members of staff, who work well together. Appropriate leadership and management structures are established. The delegation of responsibilities at senior management level is shaping the strategic direction of the school. Nevertheless, the strategic role of the subject co-ordinators is currently underdeveloped, especially in monitoring and evaluating the quality of teaching and its impact on learning and standards. The school has effectively addressed the minor issues from the last inspection. For example, it has improved the quality of outdoor provision in the Foundation Stage.
42. The school has a good set of aims and values, which has maintained many of the strengths identified in the last inspection report. The commitment given to the school by the governing body, headteacher, senior staff and all other members of staff, parents and pupils has also been maintained at a high standard since the last inspection.
43. The governors fulfil their statutory responsibilities well. The leadership of the governing body is good. Governors have a good grasp of the school's strengths and weaknesses but their role in monitoring and evaluating the school's performance is underdeveloped. The governors' annual report to parents contains all the information required by law. Regular governors' meetings take place. In addition to these, various working parties and committees also meet. The governors receive information from the headteacher at these meetings on a range of issues, including the school development plan. The headteacher reports on the progress of ethnic minority pupils to the governors as appropriate and in line with the school's race equality policy. Governors make regular visits to the school and contribute to the formulation of the school development plan. Through their work on the finance, personnel and other committees governors are effective in their management of the school.
44. The school's evaluation of its own performance is underdeveloped at present. The monitoring, evaluation and development of teaching and learning are not systematic enough and do not lead to an identification of strengths and weaknesses that will in time raise standards. There is some inconsistency of practice because the expectations of co-ordinators are not clear enough and oversight by senior management is too informal. Clear guidelines for planning, target setting and monitoring by co-ordinators and senior managers have recently been introduced. The governors have a good understanding of the strengths and weaknesses of the school. The school reviews its results but does not carry out a thorough analysis of pupils' progress over time and its impact on standards.
45. The match of teachers to the needs of the curriculum is good. There is a mix of experienced and new colleagues, with a wide range of curriculum expertise. There is a high level of commitment from full and part-time members of staff alike. The learning support assistants are effective in their role and give good support to pupils with special educational needs. Teachers know their pupils well. The school secretary, finance secretary and other

administrative staff enhance the smooth running of the school. The caretaking, cleaning and midday staff support the school ethos and maintain the buildings to a good standard. The cook and her assistant provide an appropriate menu for the pupils and staff.

46. The role of special needs co-ordinator has improved since the last inspection and is now good. The school's budget expenditure for meeting special educational needs is targeted appropriately to support these pupils. All statutory duties are met.
47. Arrangements for the continued professional development of staff are good. Provision from the local education authority is used well, especially in effective engagement with the National Primary Strategy. The induction of new members of staff and newly qualified teachers is good. The school's strategy for appraisal and performance management is also good.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	409,426	Balance from previous year	16,662
Total expenditure	405,237	Balance carried forward to the next	20,851
Expenditure per pupil	2,047		

48. The school's administration systems are good overall. The budget is managed efficiently by the governors, who are well supported by the headteacher and her finance secretary. Financial planning is adequate in supporting educational priorities. The finance committee works effectively and reports regularly to the full governing body meetings. Specific grants and additional funding made available to the school are used effectively. Specific grants for special educational needs are also used effectively. The school follows best value principles well.
49. Taking into account the full range of criteria, the standards achieved by the pupils, the quality of provision, the leadership and its ethos, the school is judged to be giving good value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory overall. On entry to school, attainment of pupils is in line with national expectations. Teaching is satisfactory overall and children make satisfactory progress in Reception. They attain average standards overall and are on course to attain the Early Learning Goals for children of their age. Children's achievements are good in aspects of personal, social and emotional development, and physical development because the teacher has high expectations and promotes good learning. The adults work well together and good relationships are formed. The children settle quickly and know what is expected of them. The teaching assistant supports groups and individuals purposefully and makes a significant contribution to children's learning. The teacher assesses their skills and creates a range of records. However, this information is not used systematically enough in identifying individual development and learning priorities. Induction arrangements are good. Leadership and management of the Foundation Stage are satisfactory. Overall, the lack of good progress in the Foundation Stage in four out of the six areas of development gives rise to weaknesses that transfer into Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- The teacher and teaching assistant successfully focus on promoting children's self-confidence and independence.
- Children settle securely into school life and are well motivated to learn.
- Children's attentiveness and readiness to work often exceed the standards expected for their age.
- Children are well behaved and listen well to each other.
- Children do not have enough opportunities to play independently together or take turns in the outdoor classroom.

Commentary

50. The development of children's personal and social development is given high priority and underpins all the work of the Reception class. The teaching of communication and language skills is good. As a result, children achieve well and are on course to meet or exceed the Early Learning Goals by the end of the year. The school's very caring ethos and the class environment provide a good foundation for learning. Adults have high expectations of the children and provide a secure and welcoming environment. The children behave and listen well to each other and to the adults. Most settle quickly to tasks and concentrate hard for short periods when working independently or as part of a group. They enjoy a wide range of activities and are very familiar with classroom routines. They respond promptly to instructions and they learn to wait their turn. They use the social conventions of 'please' and 'thank you' and show good manners in their contact with other children and adults. Children are also made very aware of safety precautions. They understand, for example, how to move climbing apparatus in the hall safely and with great care. However, outside play is not well planned and children do not have enough frequent opportunities to play independently or take turns in teacher-led activities throughout the day. Satisfactory progress has been made since the last inspection.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Children enjoy sharing stories and rhymes.
- The teacher plans frequent opportunities for practising letter sounds, recognising key words and learning how to write letters of the alphabet.
- Speaking and listening are given high priority across the curriculum.

Commentary

51. The teaching of communication and language skills is satisfactory and children make satisfactory progress. Achievement is satisfactory and the children are on course to reach the Early Learning Goals by the end of the year. They are keen to share books with adults and some are able to read familiar words and phrases. The daily literacy lesson makes adequate use of elements from the National Literacy Strategy and the children are taught to link sounds with letters. However, opportunities for the children to write independently are often time limited by the teacher and this inhibits the development of their writing skills. However, some of the most able are using writing as a means of communicating and can write a few simple sentences. Children regularly practise writing patterns and form their letters carefully. Most are able to write their own name and understand that writing conveys meaning.
52. There are good opportunities for children to listen to stories and poems, to their teacher or to the other pupils. Some of the most able are able to listen attentively to the adults and many are keen to initiate conversations. Most speak clearly in complete sentences and are encouraged to respond to questions posed by adults. However, adults do not regularly ask questions which require children to explain or express an opinion in order to encourage them to speak at length.
53. The teacher assesses children's skills and creates a range of records to track the progress they are making. However, this information is not used systematically enough in informing planning for this area of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy a range of mathematical activities.
- Children make sound progress in development of mathematical skills.
- Assessment information is not used systematically enough to identify learning priorities for the pupils.
- Resources are good.

Commentary

54. Children make satisfactory progress in learning mathematical skills. They are on course to reach the Early Learning Goals for mathematics by the end of the year. Achievement is satisfactory. The teacher uses a published scheme to plan daily numeracy lessons but there is an over-reliance on workbooks at times. The children complete group tasks, either independently or with adult support, and they are then able to choose other activities, such as using the computers or playing in the class 'shop'. A wide range of suitable resources is used to give them practical experiences of numbers, for example using 'real' coins during number recognition work. Children are encouraged to recognise numbers and shapes, count, add and

explore space in range of activities. Many can count up to 12 reliably and are able to use a widening range of vocabulary, for example 'greater', 'smaller', 'circle' and 'straight'. They learn to count with increasing confidence and are beginning to apply their knowledge to other situations, for example playing 'Snakes and Ladders'. However, there are often missed opportunities to challenge the more able sufficiently and to extend their learning in other areas of the curriculum. The teacher does track the progress they make with their mathematical skills and knowledge but this information is not always used to plan challenging tasks for them.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children's physical development is good.
- Children enjoy regular opportunities to be active in physical education lessons in the hall.
- Children develop their manipulative skills well and have access to a wide range of good resources.
- Use of the outdoor area is not well planned and children have limited opportunities to construct with large apparatus or negotiate space.

Commentary

55. Children achieve well and most are on course to meet the Early Learning Goals by the end of the year. They have weekly opportunities for physical activities, such as running, jumping, climbing and balancing. They are able to use the large climbing apparatus in the hall with confidence and most are able to move through, up and under the equipment in a controlled and co-ordinated way. Children are given frequent opportunities during the school day to use small tools and instruments including paint brushes, pencils, scissors, crayons and others to develop their fine motor skills. They are able to manipulate small and large construction equipment with interest and dexterity. Teaching of physical development is good. Management of the pupils is very good, which ensures their safety when using apparatus and tools.
56. Outdoor resources have improved greatly since the last inspection and groups of children were seen using the outdoor area for a range of activities including some designed to promote physical development, for example, riding trikes and scooters. When they access the outdoor area it is often for limited amounts of time. However, the planned activities are satisfactory and enhance their skills. Insufficient use is made of the outdoor area to further develop children's physical skills and make links across the other areas of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children have regular opportunities to use a range of simple computer programs.
- A range of visits successfully stimulates pupils' interest and promotes learning.
- Use of the outdoor area is limited during the school day and needs further development.

Commentary

57. Children make adequate progress in knowledge and understanding of the world and their achievements are satisfactory. They are likely to reach the Early Learning Goals because there are planned opportunities for them to develop their skills and increase their knowledge. Children achieve standards in line with expectations. Visits such as walks within the local environment give them knowledge of where they live and enhance their learning. They ask questions about where they live and are able to identify key features of houses. They have regular access to computers in the classroom and also use the computer suite in small groups. The more able demonstrate good mouse control and the ability to follow instructions and to self-correct. They have opportunities to build and construct and to learn about their local environment, and faraway places and people. Construction work is purposeful and their concentration is sustained, for example when building model houses using card and paper, and bird feeders for the outdoor area. They use their hands and small tools accurately and are beginning to experiment with different ways of joining. Displays in the classroom help to maintain their interest in the world around them. A display of digital photographs of local houses is used by the pupils to create models using construction equipment. Children are not given enough opportunities to enhance their knowledge and understanding of the world by using the outdoor area on a frequent basis during the day.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- There is a good range of suitable resources.
- Use of the outdoor area is inadequate.
- There needs to be increased targeted use of ICT in the classroom.

Commentary

58. Children experience an adequate range of activities that stimulate and support their creative development, including singing action songs, playing with musical instruments, exploring media, using computers and playing games. The quality of teaching is satisfactory. Achievement is satisfactory. They reach standards in line with expectations. Resources are well prepared and activities are interesting. They are given many opportunities to glue, stick and join materials together, for example when creating their own butterflies. They enjoy singing and many are able to join in with familiar songs and rhymes. Many link movements to music and are able to respond to the beat. They are learning to recognise the names of the instruments they play and are able to create a variety of sounds. The role play area provides appropriate opportunities for them to play co-operatively and develop their imagination. Many are able to use a variety of resources as 'props' in order to enhance their play, for example in the class 'shop'. However, there are missed opportunities for the teacher to plan activities to extend their play further both indoors and in the outdoor area. Children make satisfactory progress in this area of learning and most are likely to achieve the Early Learning Goals by the end of the year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils behave very well and demonstrate positive attitudes towards their learning.
- Leadership and management are good.
- Assessment and pupil tracking systems are not yet impacting sufficiently on achievement.
- Teachers' marking does not regularly tell pupils what to do to improve or how to achieve higher levels of the National Curriculum.

Commentary

59. Standards in reading and writing are in line with national expectations and above in speaking and listening. Standards for the more able are generally above average, whilst standards for the average and below average are at expected levels for age and ability. The pupils achieve standards in line with national expectations. The performance of Year 6 pupils in National Curriculum tests has varied over the last four years, and is now at the national average and in line with similar schools. Performance by pupils in the 2003 Key Stage 1 National Curriculum tests showed reading and writing had dropped to well below the national average. The school has addressed this decline by carefully analysing results and implementing a number of actions. These include the systematic teaching of phonics, handwriting and guided reading. This has had a positive impact on pupils' attainment in the current Year 2 and the majority of pupils are now working in line with national expectations and the higher attainers working above. Achievement is satisfactory in Years 1 and 2. Achievement is good in Years 3 to 6. Provision in English is similar to what it was at time of the last inspection.
60. The teaching of speaking and listening is good. Pupils' contributions are valued and teachers make effective use of questioning to support their learning. This contributes strongly to the confident attitude displayed by pupils towards using language as a means of expressing their ideas. Pupils behave very well in lessons and have a positive attitude towards learning.
61. Teaching and learning are good overall and are very good in Year 3, where the teacher's enthusiasm for language and all aspects of English ensures that pupils enjoy the subject. Planning is detailed and supports teaching effectively. There is an appropriate emphasis on the teaching of phonics in Year 2. Spelling throughout the school is strong, with pupils confidently attempting the spelling of unknown words. Pupils apply this knowledge to their writing. Pupils have a secure understanding of the use of punctuation. Work is presented well, with appropriate attention to handwriting. Most pupils are developing a flowing and joined style. However, pupils are given too little opportunity to practise small sections of writing at a higher level. Teachers are beginning to teach pupils the key features of text types, but as yet under use the opportunity for modelling specific sentences or paragraphs themselves. Pupils with special educational needs are adequately supported in all classes. Most pupils work successfully towards their targets in their Individual Education Plans and are well supported by an effective team of teaching assistants. Overall, good progress was made by these pupils.

62. Pupils read with confidence and intonation and are able to talk confidently about books. The teaching of reading is good and includes regular opportunities for guided reading sessions, where the focus is on the teaching of reading skills and strategies. Pupils learning to read are well guided in their selection of reading material by their teacher. Reading resources are good and books are used well throughout the school so that most pupils enjoy reading.
63. The school has begun to implement assessment and pupil tracking procedures; however, planning does not always take into account this information to ensure sufficient challenge is built into all lessons. Although most teachers give pupils positive feedback when they mark work, they do not consistently inform them why they have been successful. Teachers also rarely use the marking of work to set short-term targets or to tell pupils how to improve. Individual pupils' targets are rarely referred to in lessons and are not a feature in most books. This means that this mechanism for focusing pupils' attention on specific skills is lost.
64. Leadership and management are good. The co-ordinator has good subject knowledge and understands how pupils learn. She has shown good leadership by correctly identifying the need to improve assessment and introduce systematic ways of teaching handwriting and phonics. She has a clear understanding about the strengths and areas for development. As a full-time class teacher she has not been provided with sufficient time to monitor teaching so that effective strategies can be established to raise achievement. Good leadership and management have brought about satisfactory improvements since the last inspection. However, the use of computers to support class work by pupils and as a tool is too limited and ineffective.

Language and literacy across the curriculum

65. There is good evidence of the use of English in other subjects such as design and technology, religious education and history to develop literacy skills. However, the school has yet to address planning for this systematically as part of a whole-school approach. Pupils have plentiful opportunities for discussion in lessons as a way of developing speaking and listening skills and developing understanding. The use of information and communication technology to develop literacy skills across the curriculum is currently underdeveloped in much of the school.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The teaching is good.
- The leadership and management are good.
- The pupils' attitudes to mathematics are very good.
- Standards are rising.

Commentary

66. Standards achieved by pupils at the end of Year 2 are at the national average. Standards achieved by pupils in the National Curriculum tests in Year 6 in 2003 were at the national average and in line with those of similar schools. Pupils throughout the school make adequate progress. Achievement is satisfactory. Pupils make satisfactory progress throughout the school achieving standards in line with expectations by Year 6. There are no marked differences in the performance of boys and girls. Pupils with special educational needs are supported well and make good progress.
67. The school has adopted the National Numeracy Strategy well and all main areas of the mathematics curriculum are taught well.

68. The quality of teaching is good overall. Where in these lessons, there is secure subject knowledge, teaching is enthusiastic, and the focus of the lessons is shared with the pupils. Mathematical vocabulary is used effectively by teachers. Teachers ask challenging questions. Work is planned to meet the needs of all the pupils. Comments in pupils' books indicate what has been achieved during the lesson. Support from teaching assistants is appropriately targeted.
69. Where teaching is satisfactory there is insufficient interaction to enable the pupils to answer questions and the plenary part of the lesson is underdeveloped. It does not provide sufficient time to encourage the pupils to reflect on their learning or use what they have learned in different ways. Expectations are not always high enough for the more able pupils.
70. In Year 6 pupils learn to solve problems in the most appropriate way, selecting calculating aids to aid computation. They choose the most appropriate method to carry out calculations, relying only on mental skills, using jottings or using a calculator. The more able are encouraged to find the areas of a variety of triangles by considering perpendicular heights and investigating a number of different shapes, using and applying mathematics well to solve problems and to investigate. Year 3 pupils are able to recognise odd and even numbers up to 100 and are able to add two digit numbers to add up to 100. They then apply this knowledge to money problems. Year 1 pupils were sorting three dimensional shapes according to their properties, developing mathematical vocabulary and language.
71. Attitudes and behaviour were at least good in all lessons seen. The pupils enjoy their lessons, especially the mental mathematics at the beginning of the session. The pupils respond positively to the good pace of this part of the lesson. In Year 3, pupils show involvement and concentration in their work. In Year 6, the pupils are beginning to support each other in their group work. They are very well motivated and take their own learning forward. Resources are used well. Calculators are used appropriately but computers are not used effectively to enhance pupils' mathematical understanding.
72. The leadership and management of the subject are good. Planning is good and provides effective guidance for continuity and progression throughout the school. Assessment arrangements are adequate. Monitoring and evaluation of teaching and learning in mathematics are not systematic enough to identify and share good practice in order to raise standards further.
73. Since the last inspection teaching and learning standards have been maintained. There is evidence that the pupils use and apply their mathematical knowledge effectively. Nevertheless, whilst standards have improved in line with national trends and are at the national average, they are as they were at the time of the last inspection.

Mathematics across the curriculum

74. The use of mathematics across the curriculum is good. In several subjects, pupils' numeracy and data handling skills are used adequately and consolidated well. In science, for example, they applied their numeracy skills adequately to discuss vibrating sound and frequencies. In art and design, pupils apply their mathematical skills to make symmetrical patterns. In history, they have a good sense of ordering chronological events by date.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are of good quality.
- There are good standards and high achievement.
- There is good provision and progress of pupils with special educational needs.
- There is very good attitudes, response and behaviour of pupils.

Commentary

75. Standards in science are above national expectations overall. In Year 2 standards of work seen in pupils' books and in lessons show good attainment. Analysis of pupils' work in Year 6 reveals that attainment is above national expectations. The performance of Year 6 pupils in the 2003 National Curriculum tests shows an increase in the proportion of pupils achieving Levels 4 and 5, exceeding those of mathematics and English. By the end of Year 6 pupils reach standards above national expectations. Since the last inspection there has been no significant difference in the performance of boys and girls. The standards reported then have now been improved on.
76. Pupils' levels of achievement are good overall. Pupils make satisfactory progress in Years 1 and 2. In Years 3 to 6, pupils make good progress and achievements are good. Pupils with special educational needs make good progress. Higher-attaining pupils also make good progress. Teachers take active steps to ensure that both boys and girls participate fully by using wide ranging contexts and applications of science that appeal to all pupils.
77. The quality of teaching is good overall. Where the teaching is good, teachers have high expectations, good subject knowledge and good class management and lessons are well planned, with activities suitably matched to learning objectives. Teachers make effective use of time. Pupils also benefit from very good relationships with teachers, who create a particularly secure learning ethos, ensuring that most pupils contribute well to whole-class discussion, especially when making speculative responses to more challenging questions. These strengths in teaching result in high levels of pupil engagement and a good pace of learning; pupils respond well to independent and interdependent tasks. The majority of pupils are willing learners, remain on task and are able to concentrate for long periods. Teachers provide ample opportunities to develop scientific vocabulary and data handling skills such as analysing graphs. Pupils' behaviour is exemplary.
78. Marking is regular and thorough, although written feedback comments could be more effective in helping pupils understand how they can improve their work. Pupils' understanding of key scientific concepts is greatly enhanced by the teachers' use of everyday analogies and models. Teachers routinely evaluate the quality of the learning outcomes of pupils with differing abilities and use their judgements adequately to guide their planning for subsequent lessons.
79. Management of the subject is good overall. The recently appointed co-ordinator is aware of current priorities for development and shows good leadership, with innovative plans to address them. There are good resources, which are used effectively.
80. There has been an increase in ICT-related activities in science since the last inspection. However the co-ordinator recognises the need to widen the scope of ICT in science and is clear about the practical steps needed to achieve this. Plans to make more effective use of assessment data for individual target setting are realistic and appropriate.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- ICT provision is used well by pupils in the computer room.
- Assessment and recording are currently underdeveloped.
- There is insufficient use of computers in all year groups.
- ICT across the curriculum is currently unsatisfactory in much of the school.

Commentary

81. Attainment by the end of Year 2 is at the national average. Standards of attainment are also at the national average by the end of Year 6. Inspection evidence indicates that standards of work are satisfactory. Pupils are working at levels in line with national expectations for their age throughout the school. Achievement is satisfactory throughout the school. There is no significant difference in the attainment of girls and boys. Pupils with special educational needs are supported well and make satisfactory progress.
82. Pupils achieve satisfactory standards. By the end of Year 6 many pupils are using ICT to organise and present information for specific purposes and audiences in a variety of styles. Where they have access, they are able to use the Internet confidently. Pupils are able to design and produce presentations using publishing software. Some Year 6 pupils were able to produce computer generated presentations.
83. Improvements since the last inspection have been adequate. Some weaknesses identified then have been partly addressed. New hardware and software have been purchased and are in constant use by pupils, especially in the new ICT room. Access to good ICT facilities and Internet access is currently limited and restricts the pupils' curriculum opportunities, especially in other subjects.
84. Teaching in ICT is satisfactory overall. For example, in a Year 3 lesson, pupils were shown how to expand on their database and complete class records using a variety of different formats and new questions and fields. The pupils responded with maturity and understanding and did well in the task by the end of the lesson. Teachers' assessments, however, are not fully secure.
85. Leadership and management are satisfactory. Technical support is used effectively to ensure that all machines are in working order. The specialist room is of a high quality and this enhances learning. The co-ordinator has a good understanding of the needs of the subject. Assessment and recording are in the early stages of development and do not yet ensure that pupils' work is linked effectively to National Curriculum levels. Statutory requirements for ICT are being met.

Information and communication technology across the curriculum

86. Overall, this provision is unsatisfactory. ICT is taught to most classes in two dedicated sessions per week in the ICT room. Pupils are not given sufficient opportunities to build on the skills learnt in ICT lessons, by applying these to a range of projects and other subjects. Very little work using ICT was seen during the inspection in other classrooms apart from the ICT room.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- A good range of visits helps pupils to learn from first-hand experiences.
- Pupils enjoy the subject.
- Subject leadership is currently underdeveloped.
- Consistent systems for assessing and recording pupils' attainment and progress have not been established.

Commentary

87. Although it was only possible to observe one lesson during the inspection, an analysis of pupils' work revealed that standards are in line with nationally expected levels by the end of Year 2. Pupils make adequate progress as they move through the school. Achievement is satisfactory. By Year 6, pupils are able to appreciate the importance of location in understanding places and they recognise selected physical processes. They reach standards in line with national expectations. By the end of Year 6 they also achieve in line with their capabilities. Their learning is enhanced through visits, including a residential trip to the Isle of Wight for Year 5 and 6 pupils. Pupils apply their writing skills well in order to describe their findings. Only one lesson was observed and in this teaching and learning were satisfactory. Pupils with special educational needs are well supported and make satisfactory progress.
88. There are good links between geography and other subjects which successfully develop pupils' learning and skills and pupils are given opportunities to develop their literacy skills. Pupils enjoy the subject because teachers organise a good range of interesting events and visits, such as a Mexican Party in Year 2 and a residential trip to the Isle of Wight for Years 5 and 6. However, a consistent system for assessing and recording pupils' attainment has not been established. There is insufficient use of ICT in geography throughout the school.
89. Geography subject leadership is at an early stage of development. The co-ordinator is new to the post, having only started in January 2004, and is still developing an understanding of the subject and the school's provision. There are also limited monitoring and evaluation systems in place in order to establish the quality of teaching, learning and standards achieved in the subject.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils show interest and enthusiasm for history.
- There is a balanced and varied curriculum.
- Pupils have good attitudes to their learning.
- The subject is well led and managed.
- Assessment procedures are not yet established across the school.

Commentary

90. The majority of pupils in Year 2 reach the standards expected nationally for their age group and by the end of Year 6 standards are also average overall. This reflects the findings of the previous inspection. By the end of Year 2 pupils make adequate progress. Pupils in Year 6 are able to describe characteristic features of past societies and can understand how some aspects of the past have been interpreted in different ways. By the end of Year 6 pupils make satisfactory progress. Achievement is satisfactory. Pupils in Year 2 have a secure understanding of main events and aspects of the past, for example 'The Great Fire of London'. No history lessons were observed in Years 3 to 6. However, in the one lesson observed in Year 2 the quality of teaching and learning was good. Teachers enjoy teaching history lessons, and pupils are enthusiastic and have positive attitudes to their learning. Pupils with special educational needs make good progress.
91. The school makes effective use of the rich local history through planned visits and visitors. This increases pupils' understanding of belonging to a community and their awareness of how it is constantly changing. The teachers use a variety of resources including the Internet, books, photographs and artefacts. Some teachers purposefully extend pupils' literacy skills; for example pupils in Year 5 produced some high quality personal research books about famous people.
92. The leadership and management of the subject are good. The co-ordinator views samples of pupils' work to monitor standards, checks teachers' plans and observes and supports teaching and learning in lessons. A cohesive system for assessing and recording pupils' attainment has not been established. The school has a good range of resources including photographs and artefacts, which are used well to support pupils' learning.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The teaching of religious education contributes effectively to the development of citizenship and thinking skills.
- Lessons are well planned, and schemes of work are comprehensive.
- Pupils' behaviour and attitudes are good.
- Assessment systems are not fully established.
- Monitoring of teaching and learning has yet to be used systematically.

Commentary

93. Pupils' attainment by the age of Year 2 and Year 6 is above that expected by the requirements of the Kent Agreed Syllabus. Standards of work and attainment identified in the last inspection have been maintained. Pupils' levels of achievement are good throughout the school. They make good progress and achieve well in relation to their capabilities. They learn about the world's major religions, including Christianity. They gain sound knowledge and understanding of a range of festivals, including Christmas, Easter and Passover. There are close links between religious education and personal, social and health education, where the emphasis is placed on behaviour and personal development.
94. Pupils enter Year 2 with an appropriate awareness that all groups have expectations about how members will behave towards each other and that groups celebrate special events together. The scheme of work builds on this. Discussions with pupils and examination of pupils' work and teachers' planning indicate that sound progress is made both in gaining knowledge of the Christian and Jewish faiths and in relating what they know to their own

experience. By the end of Year 6, pupils have a good knowledge of the rituals and practices of the Jewish faith as well as those for Christianity. Teachers make very effective use of discussions and talk partners to involve pupils and deepen their understanding. Pupils' opinions show respect, interest and thoughtfulness. Pupils with special educational needs make good progress.

95. Teaching in Year 4 is well planned and involves a range of strategies to deepen pupils' understanding. During a lesson exploring Jesus' triumphant entry into Jerusalem, the teacher used a range of strategies to develop learning, including talk partners, discussion and role-play. The teacher used questioning effectively and good opportunities were provided for the pupils to reflect. A strong feature of the lesson was the teacher's good subject knowledge. She used this effectively to engage pupils and enhance their learning.
96. Work in pupils' books is presented with thought and care. The school makes good use of the opportunity for pupils to develop their writing skills; however, this is incidental rather than planned. Good evidence was seen in Year 2 of pupils using writing to retell the story of 'The Good Samaritan'. There is insufficient use of ICT in religious education throughout the school.
97. The co-ordinator manages the subject well. Planning is monitored termly for appropriate coverage and a sample of pupils' work is moderated using the Kent syllabus. However, teacher assessment of individual progress has yet to be established. No opportunity has been provided for the co-ordinator to complete lesson observations to monitor teaching and learning. There is a good range of books and sufficient religious objects to support pupils' learning. Teachers make effective use of assemblies to reinforce work taught in lessons and pupils show very good levels of co-operation and respect in their daily life in the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

98. During the inspection, music was not a main focus and so judgments are based on one lesson observation and discussions with pupils and the subject leader. The evidence base is not secure enough to make a firm judgment about overall provision. However, standards in music are at least in line with national expectations. Standards attained in whole-school singing are good.
99. The co-ordinator has only been in post six weeks, but has already identified areas for development. Her own subject knowledge is good. The school is well resourced with musical instruments and equipment to listen to music in the classrooms. Assessment is not yet used to inform future planning.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Pupils' work is valued and displayed effectively throughout the school.
- Effective use is made of digital photography to record work.
- Good use is made of a range of artists' work to develop pupils' learning.
- Insufficient use is made of pupil assessment.

Commentary

100. Attainment in art and design is in line with national expectations. Pupils have a positive attitude and enjoy the subject. Only one lesson was observed during the inspection. During this good

lesson in Year 1, pupils worked with concentration to improve their knowledge and skills. Very good levels of hand-eye co-ordination and co-operation were observed, whilst pupils created their own sunflowers by sticking sunflower seeds onto a plate. Seeds and glue were shared amongst groups of six pupils. The end results were good and pupils were able to talk about their achievements. Pupils make satisfactory progress throughout the school and achieve in line with their capabilities. Behaviour during the lessons and the relationships between the teacher and pupils were good. Pupils with special educational needs are well supported and make satisfactory progress.

101. Pupils follow a broad and balanced art curriculum. The teaching of key skills is beginning to be taught methodically. Observational skills in Years 1 and 2 are good, but by the end of Year 6 these are not as good as expected. There is insufficient use of ICT in art and design throughout the school.
102. The co-ordinator has only been in post a term and a half. She is enthusiastic and knowledgeable. Teacher assessment and tracking, to provide detailed information for pupils about their progress and how they can improve, are not yet securely in place. Progress since the last inspection has not been sustained due to the turnover of staff. However, the co-ordinator has clearly identified the school's strengths and weaknesses and has the capacity to develop this subject further.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Pupils thoroughly enjoy all design and technology activities.
- Leadership and management are good.
- Resources and storage have improved.
- Procedures for assessment and teachers' use of assessment are unsatisfactory.

Commentary

103. Although it was not possible to observe any design and technology lessons during the inspection, work was sampled in displays and photographs, and discussions were held with pupils and the subject leader. Samples of pupils' work provided by the school indicate that standards are in line with expectations by the end of Years 2 and 6, and pupils make satisfactory progress in their learning. Pupils develop a sound understanding of all aspects of the design process as they move through the school. They are taught to see how planning, making and evaluating their products are all important, and they learn to work safely with a full range of tools and techniques. Pupils make good progress in Years 2 and 5 and there were some finished products of a high quality on display, for example puppets in Year 5 and Mexican pots in Year 2. Overall, pupils make satisfactory progress throughout the school and achieve in line with their capabilities. Pupils clearly enjoy design and technology projects and have a positive attitude to their learning. Resources for the teaching of design and technology are now good and storage has been improved. There is insufficient use of ICT in design and technology throughout the school.
104. The leadership and management of the subject are good. The co-ordinator views samples of pupils' work to monitor standards and coverage of the curriculum. However, there have not been opportunities to observe and support teaching and learning in the classroom. A consistent system for assessing and recording pupils' attainment has not been established.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The school has a long-standing tradition of encouraging sports and sporting activities both in and outside of school hours.
- Skills are well developed across the school.
- The school participates in many sporting events and is successful at them.
- The co-ordinator is the driving force behind the strong provision.

Commentary

105. Standards observed were in line with national expectations. Pupils' levels of achievement are good overall. In Years 3 to 6, pupils make good progress and achieve well in relation to their capabilities. The curriculum is broad with a full range of activities including gymnastics, tennis, athletics, football, rugby, rounders, dance, swimming and outdoor education. Staff work extremely hard to provide a wide range of extra-curricular opportunities for pupils. Pupils value this, and talk confidently about developing their skills and the chance to represent the school in a team. Pupils with special educational needs make good progress.
106. During the inspection only one lesson was observed and so it is not possible to make a judgment about the quality of overall teaching. However, good teaching was seen in Year 5. Pupils were made aware of their bodies' reaction to exercise and were encouraged to warm up at the beginning and cool down at the end. The teacher very effectively developed pupils' work on apparatus, encouraging them to complete a sequence of movement including balances and rolls. Pupils were mobile and followed instructions carefully. When working on mats they balanced well and held various complex shapes effectively. High quality collaboration was shown between groups of pupils. Pupils responded well to the teacher's intervention, which focused on improving the quality of movement and sequence of skills.
107. The subject co-ordinator manages the subject well and is the driving force behind the strong provision. He has good subject knowledge and has been proactive in researching and applying for available grants, including one from the National Lottery to develop the teaching of tennis. An audit of teaching time and coverage has been completed, leading to an increase of teaching time in Years 1 and 2. Medium and short-term planning shows good detail. The monitoring of teaching and learning is not securely in place to ensure that best practice is shared. Teachers make assessments about pupils' performance at the end of each school year but do not yet complete assessments at the end of units of work about pupils' attainment.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

108. Much of the personal, social, health and sex and relationships education is delivered through the school's 'Health Education' programme in all classes and through the National Curriculum science, especially in Years 3 to 6. The programme is good and effective and includes work on health, personal safety, sex and relationships, and drugs education. It is well supported by visits from outside agencies. Parents are very supportive of the programme and said so at the parents meeting.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).